

NOTES ON EDUCATION.

The Rev. C. Stander, who is in charge of the Episcopal Mission among the Italians of this city, contributed to a recent number of *Latine* an excellent Latin poem on the Brooklyn Bridge, written in the metre of one of the odes of Horace. Its Latin is pure, and altogether it is a good illustration of what may be done, even to-day, in making the Latin tongue a little less dead in it is generally considered to be. Two stanzas, which bring in the names of some of the city journals, may be quoted:

"Nuncius" (vulgo vocatus "Herald")
"Tempus" (vulgo "Sun") ac *"Aquila"* ac *"Tribune"*,
"Mundus" ac "Censor," et *"Graphicus"* vel *"Argus."*
 Hic ea ponit.

Professor Shumway, the Editor of *Latine*, has just concluded a successful engagement at Chautauque, where he taught a large class of pupils his method of acquiring a knowledge of the Latin tongue.

"It is a pleasant item of intelligence," says *The Chicago Tribune*, "that the plans for the new training-school to be erected on the corner of Michigan-ave. and Twelfth-st. have been completed, and that the work of construction will commence at once. The details of the plans indicate that it will not only be a handsome structure, but, what is more to the point, that its arrangements are excellently adapted to the purposes for which it is to be used. With good judgment in its management we look for the most valuable results from its courses of study, and with the establishment of similar schools in other cities the day is not far distant when American labor will be able to compete with foreign labor, and American artisans will be equal in skill to those of any other part of the world."

Lord Kimberly recently declared that he had passed through Eton and Oxford without having any knowledge of the geography of the modern world. The time that should properly have been devoted to that and other practical studies was frittered away on subjects which afterward proved to be comparatively valueless. He was glad to know that in England to-day schools were springing up in which the young were being educated and trained for the actual duties of life.

The *San Francisco Chronicle* calls for the suppression of hazing and cane-rushing at the California State University. Speaking of a recent case of cane-rushing in that institution, it says: "It was disgusting to all persons of taste who witnessed it. Such an assemblage of bruised and bloody faces and garments torn to shreds was never seen before on the Pacific coast. It was a disgrace to the University and to whatever executive authority permitted it. In about two weeks the University opens its doors to a new class, and unless worse counsels prevail a similar and perhaps a worse spectacle may be seen on the University grounds. If the faculty is powerless to prevent it, the Board of Regents should interfere. If the Regents can do nothing, then there is matter for legislative consideration. Were the University a private institution the public would have less right to complain. Being the property of the State and under its guardianship, being in every sense an institution of the people, all citizens have the privilege of censorship and the right to disapprove when they see it badly managed and discrediting to those to whom it owes its origin, its maintenance and whatever prosperity it enjoys."

The Harbison Memorial College for young women, about to be established at Richmond, Va., will aim at giving its pupils a biblical and moral training, as the foundation of all true education.

A committee of the Georgia Legislature was recently appointed to visit the principal schools of technology in the United States and decide which of them is the best model for a similar proposed school for Georgia. After visiting and inspecting several institutions of the highest reputation, the committee unanimously recommended the Worcester County Free Institute of Massachusetts, as being in their judgment the best model.

Some boys of Eton College, England, recently did serious damage to a railway coach in which they were riding to college. The head-master, as a punishment, has made them write out the whole of the first book of Milton's "Paradise Lost," and has stopped their "leave" for the rest of the term.

M. Emile Olivier, in his pamphlet on the Church and State, now in press, takes strong ground against compulsory education. "As at present constituted," he says, "it is a piece of tyranny, an attack upon the chief of the individual rights that should be the basis of the republic—the right of a man to be the guide, master and lawgiver of his child. It is only excusable when confined to the purely mechanical part of education, such as reading, writing, arithmetic and gymnastics; but it is deplorable when it becomes, in the master's hands, a school of false views, historic lies and mutual hatred, or a means of electoral propaganda and of making proselytes to a sect." He also falls foul of the excessive number of subjects that young children nowadays are forced to study. "It is not wise," he says, "to exact too much from a child. The true method is to teach him only how to grasp an idea and how to form his own judgment, thus maturing his will and conscience. At present children only get into their heads rules and tables, so that if some were not there there would be none to a single thinker in all France. Then, also, the premature learning of foreign languages is replacing the national idiom by a cosmopolitan jargon. For a man our system would be homicide; what must it be for a child of six or thirteen?"

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